

Title of Lesson: Temperance during the Progressive Movement in Alabama

(Suggested grade level:)11 – AP US History or US History II

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Background Information:

The struggle between the “wets” and the “drys” has a long history in America, starting before the Civil War and reaching a climax with thirteen years of Prohibition. However, before there was a national ban on alcohol, each state was allowed to control its liquor production and consumption as it chose, and frequently the decisions were made on county or municipal levels. This was true in Alabama. During the Progressive Era, a decade prior to the Prohibition era, many groups in Alabama were working towards state-wide temperance. Progressives strove to illuminate many of the problems (as they saw them) that plagued modern society and expected that with this knowledge, society would take care of those issues. For some key events of the temperance movement see timeline at end. It is important to bear in mind that these primary sources come from a decade before Prohibition becomes the law of the nation.

Overview of lesson:

Students will identify broad goals of the Progressives and the types of people drawn to this movement; students will discuss the problems that drinking can pose in a modern society; students will be introduced to various methods of persuasion and discuss which seem more effective; students will analyze primary sources from 1900 Alabama for both persuasive and historical points; and students will create an advertisement to persuade the public not to drink/support the temperance movement.

Content Standards

[Alabama Course of Study: Social Studies](#) (Bulletin 2004, No. 18)

Grade 11: Content Standard 5

Describe the impact of social changes and the influence of key figures in the United States from World War I through the 1920s, including Prohibition, the passage of the Nineteenth Amendment, the Scopes Trial, immigration, the Red Scare, Susan B. Anthony, Margaret Sanger, Elizabeth Cady Stanton, the Harlem Renaissance, the Great Migration, W. C. Handy, the Jazz Age, and Zelda Fitzgerald.

[National Standards for History, 1996](#)

Era 7, Standard 1A-Evaluate Progressive attempts at social and moral reform

Era 7 Standard 1B-Describe how the 16th, 17th, 18th, and 19th amendments reflected the ideals and goals of Progressivism and the continuing attempt to adapt the founding ideals to a modernized society.

Era 7, Standard 3A- Examine the rise of religious fundamentalism and the clash between traditional moral values and changing ideas as exemplified in the controversy over Prohibition and the Scopes trial.

[National Curriculum Standards for Social Studies](#), (Bulletin 111, 2010)

Standard 2: Time, Continuity, and Change

Standard 6: Power, Authority, and Governance

Standard 10: Civic Ideals and Practices

Primary Learning Objective(s):

Students will describe the goals of the Progressive Era activists in general and of the temperance movement specifically. Students will analyze three primary source documents and create an advertisement in favor or against temperance.

Additional Learning Objective(s):

Students will explore the topic of persuasion. According to *Understanding Psychology* "...people attempt to use persuasion to influence attitudes. The way that a message is evaluated depends upon the message itself, the source of the message, the channel through which it is delivered, and the audience that receives it. Based on their delivery, messages can persuade with logic (central route processing) or their emotional appeal (peripheral route processing). The most effective messages combine emotional appeal with factual information and argument."

http://highered.mcgrawhill.com/sites/0078745179/student_view0/unit7/chapter20/chapter_overviews.html

There are several examples of the central route – presentation of the facts in a very straightforward manner, and there are also memorable ads using the peripheral route – (Example: The egg in a frying pan, "This is your brain. This is your brain on drugs.") which appeals to the more emotional side of our understanding. Students will evaluate primary sources and determine which route they employ and students will also create an advertisement of their own, appropriate to the time period.

Time allotted: One 50-minute class period

Materials and Equipment: Documents from the Alabama Department of Archives and History website:

- Flier, [The Alabama Anti-Saloon League](#)
- [Postcard, 1908](#) "Good bye, little bar room, don't you cry, You'll be an ice cream parlor, bye and bye."
- [Postcard, 1909](#) "Having Fatted on Alabama for 90 Years It Is Now Time For A Change"

Background/Preparation:

The student should be able to answer the following questions:

- Who were the Progressives and what were their goals?
- What is meant by temperance?
- What is meant by Prohibition?

Procedures/Activities:

Engagement/Motivation Activity: 3-2-1 Go! Ask students to write down:

- **3** things about society or life at the turn of the century
- **2** things from the turn of the century that are beneficial to society today
- **1** issue from the turn of the century with which society is still struggling

Step 1	Ask students to get into small groups of 2 or 3 people to share their 3-2-1's and then call on the groups to share. After a brief discussion, ask students to identify those who would have been the people to take on the challenges of this era. (This activity will introduce or review the term, "Progressives" to students. The Library of Congress has an excellent website with information regarding the Progressive Era .)
Step 2	Have students think back on previous readings/discussions, etc. and identify goals, as a class, of the Progressives (temperance, women's rights, political corruption, education reform...). Next, have students identify people likely to take part in the Progressive movement (educated, upper-middle class, urban, white). They could also identify some of the major leaders of the Progressive movement (Robert S. LaFollette, Teddy Roosevelt, Ida Tarbell, Lincoln Stephens, etc.). Inform them that today's topic will be temperance.
Step 3	Define temperance and prohibition. Again in small groups, have students discuss why temperance would be an issue that Progressives would want to address and have them be prepared to share their ideas with the whole class. (Some issues could include domestic violence, tardiness at work, inability to work, increase in crime, inability to support family, etc.). Discuss what the Progressives would do to actually correct the problem(s) that drinking could cause.
Step 4	Using the information included above on persuasion, help students to understand the different approaches that people (advertisers, politicians, etc.) use to try to persuade individuals to do or not do something. Once students have talked about the central and peripheral routes of persuasion, move on to the primary sources.
Step 5	Set up stations for each of the primary sources, or make copies of the sources so that students can work in the small groups. Instruct students to analyze the documents. The Library of Congress and the National Archives each have produced analysis sheets that can be used by students. Students will also need to determine whether the document employs the central or peripheral route of persuasion.
Step 6	At end, each student group should have three (3) analysis sheets completed for large group discussion. After discussing the analyses, ask which document the students found most effective and why. Also, ask students if they consider the Progressive movement effective in the promotion of temperance in Alabama. Why or why not?
Step 7	"Imagine that you are an Alabamian Progressive. Design an advertisement to convince the people of your state to stop drinking. You need to explain why you are using the central or peripheral route of persuasion. In creating the advertisement, keep it appropriate to the era (language, visuals, etc.). If pictures from magazines are used, it may be difficult to find women in clothing similar to the era. Research, using the Internet, may provide better illustrations that are appropriate for the time period. Make sure that the language used is appropriate for the time period. You will need to locate, use, and document at least three (3) sources."
Step 8	Share the groups' products and discuss which ones might have worked at the turn of the century.

Assessment Strategies: Many aspects of this lesson can provide assessment opportunities: 3-2-1's can be collected for points, as can analysis sheets. The posters can be graded, using the rubric provided.

Extension: For homework or an independent project, students can examine current ads, using magazines, television, newspapers, and electronic media to sample the types of persuasion that are frequently employed. Also, students may examine contemporary advertisements to determine if certain types of products or services use one method of persuasion more often than another. After reviewing several sources, a brief paper can be written presenting findings.

Remediation: Students who need remediation can be referred to their textbook to find specifics on the Progressives and create a bulleted list of information.

Prohibition Timeline:

- 1820s – *American Temperance Society*: Founded by Protestant ministers: abstinence
- 1840s – *The Washingtonian Movement*: Founded by recovering alcoholics; treat alcohol as a disease
- 1850s – *Maine*: outlawed manufacture and sale of liquor, 12 more states follow suit
- 1870s – *Women's Christian Temperance Union*: Led by women to close bars to improve society
- 1919 – *Eighteenth Amendment Began*: 13 years of national Prohibition

TEACHER'S GUIDE ANALYZING PHOTOGRAPHS & PRINTS



Guide students with the sample questions as they respond to the primary source. Encourage them to go back and forth between the columns; there is no correct order.

OBSERVE

Have students identify and note details.

Sample Questions:

- Describe what you see. • What do you notice first?
- What people and objects are shown? • How are they arranged? • What is the physical setting?
- What, if any, words do you see? • What other details can you see?

REFLECT

Encourage students to generate and test hypotheses about the image.

- Why do you think this image was made? • What's happening in the image? • When do you think it was made? • Who do you think was the audience for this image? • What tools were used to create this?
- What can you learn from examining this image? • What's missing from this image? • If someone made this today, what would be different? • What would be the same?

QUESTION

Have students ask questions to lead to more observations and reflections.

What do you wonder about...
who? • what? • when? • where? • why? • how?

FURTHER INVESTIGATION

Help students to identify questions appropriate for further investigation, and to develop a research strategy for finding answers.

Sample Question: What more do you want to know, and how can you find out?

A few follow-up activity ideas:
Beginning
Write a caption for the image.

Intermediate
Select an image. Predict what will happen one minute after the scene shown in the image. One hour after? Explain the reasoning behind your predictions.

Advanced
Have students expand or alter textbook or other printed explanations of history based on images they study.

For more tips on using primary sources, go to
<http://www.loc.gov/teachers>

Student Name _____

Prohibition Advertisement Assignment

Assignment:

Design an advertisement to convince the people of your state to stop drinking.

- You need to explain why you are using the central or peripheral route of persuasion.
- In creating the advertisement, keep it appropriate to the era (language, visuals, etc.).
- If pictures from magazines are used, it may be difficult to find women in clothing similar to the era. Research, using the Internet, may provide better illustrations that are appropriate for the time period.
- Make sure that the language used is appropriate for the time period.
- You will need to locate, use, and document at least three (3) sources.

CATEGORY	4 Points	3 Points	2 Points	1 Points
Attractiveness & Organization	The advertisement has exceptionally attractive formatting and well-organized information.	The advertisement has attractive formatting and well-organized information.	The advertisement has well-organized information but it is not displayed well.	The advertisement's formatting and organization of material are confusing to the reader.
Creativity	The advertisement demonstrates original thinking about the topic and represents a synthesis of multiple sources.	The advertisement represents an interpretation of an already existing advertisement and uses only two sources.	The advertisement represents an interpretation of an already existing advertisement and uses only one source.	The advertisement is plagiarized and shows no synthesis of research.
Graphics/Pictures	Graphics go well with the text and there is a good mix of text and graphics. Illustrations are appropriate for the time period.	Graphics go well with the text, but there are so many that they distract from the text.	Graphics go well with the text, but there are too few and the advertisement seems "text-heavy" or the illustrations are inappropriate for the time period.	Graphics do not go with the accompanying text or appear to be randomly chosen.
Clarity of Topic	The movement's ideas and views are clearly stated and easy to understand.	Some of the movement's views are clearly stated.	Some of the movement's views are clearly stated but some of the words used in the advertisement are not appropriate for the time period.	The advertisement reflects little understanding of the movement's viewpoints.
Writing - Grammar	There are no grammatical/ spelling mistakes in the advertisement.	There are 1-2 grammatical/ spelling mistakes in the advertisement.	There are 3 grammatical/ spelling mistakes in the advertisement.	There are 4 or more grammatical/ spelling mistakes in the advertisement.

Total: _____

Comments: